

DOCUMENT RESUME

ED 102 332

CE 003 033

TITLE Career English: A Curriculum Guide. Research Series No. 43.

INSTITUTION Tennessee Univ., Knoxville. Occupational Research and Development Coordinating Unit.

SPONS AGENCY Tennessee State Board for Vocational Education, Nashville.; Tennessee Univ., Knoxville. Coll. of Education.

PUB DATE Aug 74

NOTE 37p.

EDRS PRICE MF-\$0.76 HC-\$1.95 PLUS POSTAGE

DESCRIPTORS *Communication Skills; *Curriculum Guides; *English Curriculum; Integrated Curriculum; Interpersonal Competence; Interpersonal Relationship; Job Application; *Reading Skills; Secondary Education; Self Evaluation; Skill Development; *Work Attitudes

ABSTRACT

The Career English Curriculum Guide has been prepared to better equip students with communication skills required in the working world. Basic skills of reading job-related materials and writing brief resumes are blended with the less measurable skills of developing good relationships with fellow employees and good attitudes toward work in general. Concepts, objectives, and suggested activities are outlined for three units: seeking employment, on the job, and improvement of communication skills. The course is intended to meet the needs of students in grades 10-12 and can be completed in one semester. Seven appendixes, including reading printed directions, work attitudes, and self-evaluation, are followed by a three-page list of resource materials (books, filmstrips, kits, microfiche, and tapes). (Author/BP)

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Research Series No. 43

CAREER ENGLISH: a curriculum guide

MINI-GRANT PROJECT REPORT

august 1974

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**Sponsored cooperatively by
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The material in this publication was prepared pursuant to a contract with the Tennessee Research Coordinating Unit for Vocational Education, 909 Mountcastle Street, Knoxville, Tennessee, in cooperation with the University of Tennessee College of Education and the State Division of Vocational-Technical Education.

It has been prepared for distribution to selected agencies and individuals on a complimentary basis as permitted by funding under terms of the contract.

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COURSE DESCRIPTION

In an effort to better equip students with the communication skills required in the working world, a curriculum guide has been prepared to emphasize the teaching of these skills. Basic skills of reading job-related materials and writing brief resumes are blended with the less measurable skills of developing good relationships with fellow employees and good attitudes toward work in general. A survey of employers of former students, conducted by the Guidance Department of Greenbrier High School, indicated attitudes and immaturity as the greatest areas of weakness. Classroom activities include the use of resource persons from the working world, simulated work situations, numerous audio-visual aids, and individual research of a chosen career. An effort to emphasize the choice of a career rather than just a job for a paycheck is made throughout the course. Therefore, an inclusion of selected literature is made for the aesthetic benefit and as an inducement to think about values in life, thereby linking the working world with the total life of the student. This guide is designed as a semester course to meet the needs of students in grades ten through twelve.

CAREER ENGLISH

Unit I--Seeking Employment

CONCEPTS

- I. An honest inquiry into one's area of interest is essential to a successful career choice.**
- II. Listening to instructions and following directions carefully are essential for any prospective employee.**
- III. Practice in completing forms and meeting personnel directors will aid student by familiarizing him with procedures and expectations of employer.**

GENERAL OBJECTIVES

- 1. Self-examination of likes and dislikes regarding the world of work.**
- 2. To learn the basic facts of many career fields.**
- 3. To single out one or two specific fields of interest.**
- 1. To provide activities in which written and spoken instructions are given.**
- 2. To show the value of interpreting instructions correctly while on the job.**
- 1. To experience simulated situations of job application.**
- 2. To meet a person involved in personnel work and learn the qualifications employers seek in prospective employees.**

Throughout this unit and all others, an emphasis is placed on neatness, correct usage, and following instructions correctly.

Unit II--On the Job

CONCEPTS

- I. Prior knowledge of employment procedures can provide the student with the necessary poise and self-confidence needed to make a good impression on prospective employers.
- II. Knowledge of employee expectations and employer requirements facilitate good relationships.
- III. Getting along with others is vital to any successful career.

GENERAL OBJECTIVES

1. To provide student with an understanding of what is expected of an employee.
2. Build interpersonal skills in area of classroom acceptance.
3. Experience success in simulated employment activities.
1. Learn legal responsibilities of both employer and employee.
2. Consider basic payroll deductions regarding income tax, social security and hospital insurance.
3. Explore the world of labor unions and their effect upon the average worker.
1. Learn about self and others to understand various behaviors and attitudes.
2. Practice tolerance and acceptance of peers and authority figures.
3. Explore areas of difficulty in interpersonal relationships.

Unit III--Improvement of Communication Skills

CONCEPTS

- I. Communication skills of reading, writing, listening, and speaking are essential to a successful career.
- II. An honest appraisal of one's communicative skills will lead to a positive self-image when entering the world of work.

GENERAL OBJECTIVES

1. To review basic usage problems.
2. To read career-related materials with speed and comprehension.
3. To express in written form ideas and instructions related to the world of work.
4. To participate in large group discussions.
5. To guide selective free reading for leisure time.
1. To allow student a self-examination of skills through the preparation of research notebook and sharing findings with fellow students by oral interviews and discussions.
2. To examine attitudes toward skills and motivation through self rating surveys.

Unit I--"Seeking Employment"

Suggested Activities

Concept I--Career Inquiry

1. Read and discuss the following articles in Jobs In Your Future:

"Jobs In your Future... Who Are You?" (p. 7)

"Ten Years From Now, What Will You Be Doing?" (pp. 8-9)

"How Do You See Yourself?" (pp. 10-11)

2. Answer and analyze survey "What Do You Like to Do Most" (pp. 12-16) Jobs In Your Future.
3. Administer Kuder Interest Survey for more indepth study of interest areas.
4. Use Guidance Office materials, especially INFOE microfiche cards, to supply answers to questions raised by students concerning preparation, qualification, salary, etc., in the various careers.

Concept II--Following Directions

1. Listen and complete instructions for tape "Following Directions."
2. Use of worksheets for reading instructions. (Appendix A)

Concept III--Practical Knowledge

1. View filmstrip A, "Introduction," in The ABC's of Getting and Keeping a Job Series.
2. View filmstrip B, "Preparing for the Job You Want", same series, using worksheet in booklet as written reinforcement. Emphasize the use of complete sentences in the essay answers.
3. View filmstrip C, "Applying for the Job You Want." Have students complete the sample application in ink with no errors or sloppy answers.
4. Write a letter of application answering a want-ad in a local newspaper. This is discussed on pp. 52-53, 58-59, Jobs In Your Future.
5. Discuss rules for a good personal interview on pp. 40-41, 47, Jobs In Your Future.
6. Conduct mock personal interviews with students showing the right and wrong ways to apply for a job.
7. Conduct mock telephone interviews with students showing the correct and incorrect approaches. (p. 54, Jobs In Your Future.)

Unit I (con'd)

Suggested Activities

Concept III--Practical Knowledge

8. Have a resource person (businessman or personnel director) speak to the class on what they look for in a prospective employee.
9. Accompany student groups of three or four to businesses in which they may observe the daily routine and ask questions about a particular career.
10. Evaluation of students' retention of ideas and concepts introduced by a test combining both subjective and objective questions.

Unit II--On the Job

Suggested Activities

Concept I--Employment Procedures

1. View Filmstrip D--"On the Job", ABC series.
2. Have students who are employed give reports on what the first day or first week on the job was like. ◀
3. View filmstrips "Priorities," "Office Manners", and "Taking a Phone Call" in Your First Week on the Job series. Use small groups to discuss the proper or desired solution of these problems.
4. Give bonus points or extra credit to students who attend class each day and are not tardy to teach value of attendance and punctuality. Suggest use of Vocational English Book 2, chapters 1-6, for activities and discussion topics.
5. Organize the class into groups for the purpose of accomplishing a task, i.e., washing the boards, cleaning out a filing cabinet, straightening book shelves, arranging files or cards in alphabetical order. After task is completed, have each student rate himself from 1-5, with 5 representing superior and 1 poor, as to his own effectiveness in accomplishing the task.
6. Have students choose a partner to discuss and list the opportunities they will look for in a career. The students will report these to the class.
7. View filmstrips "Office Grooming", "Taking a Break", and "Dealing with Complaints" in Your First Week on the Job series. Discuss in groups with findings reported to the class.
8. Give survey "Attitudes Toward Work," Job World Section. (Appendix B)

Concept II--Employer Requirements

1. View Filmstrip, "Labor Unions", ABC series. Use worksheet for reinforcement.
2. Have a labor representative speak to class giving advantages of union membership.
3. View Filmstrip, "Budgeting Your Money," ABC series. Discuss social security, withholding tax, and other deductions. Obtain information from Social Security Office giving current benefits.
4. Discuss savings and investments (savings bonds and credit unions). Obtain information on systematic savings and interest rates. If possible have bank, savings, and loan officers discuss their respective services with students.
5. View Filmstrip, "Health Rules", ABC series. Use worksheet for discussion.

Unit II (con'd)

Suggested Activities

Concept III--Interpersonal Relationships

1. Discuss importance of getting along with others in the classroom and on the job.
2. Read introduction "That's Life," poems "Where Do You Live?", "Paper I", and "Both Sides, Now" in Searching for Values for self-examination. Have students write a paragraph reacting to the theme of one of the poems.
3. View Filmstrips "Hazing," "Failing to Communicate", "Absenteeism," and "Lack of Ambition," in Job Attitudes--Trouble At Work series. Discuss these through groups pointing out the problems presented and possible solutions.
4. Read "I Was a Teenage Hero--Part 1: New Neighbors" and "Part 2: Three of a Kind", pp. 18-29, Searching For Values. Use the story as a springboard to discussion of acceptance of others.
5. Read "The New Kid," pp. 40-54, Searching For Values for further discussion of personal relationships.
6. Read "My Son", p. 136 and "The Nest", pp. 140-146, Searching For Values. Review the story through discussion of parental authority and employer authority on the job. This could be approached by listing on the board the most common areas of disagreement between children and parents.
7. Conduct a round-table discussion (arrange students in a large circle or several small circles). Have each student state aloud what he feels is his most undesirable trait. Then have each student tell what he could do to improve this fault.
8. Read "Senior Dropout", pp. 147-155, Searching For Values. Identify Lon's problem. Discuss review questions.
9. Read "Stronger Lessons," p. 157, Searching For Values. Have students write a paragraph on something they may have learned as suggested in the second stanza.
10. "Do Your Own Thing", pp. 177-186, Searching. Use role playing in class.
11. Read "Suspended Sentence," pp. 187-196, Searching. Have a resource person who represents authority speak to the class (policeman, school administrator, military officer, or job foreman) on his role as an authority figure, with questions and discussion.
12. Give survey "Key to Personality." (Appendix C)

Unit III--Improvement of Communication Skills

Suggested Activities

Concept I--Skill Building Emphasis

1. Offer a reading day each week for enjoyment and skill building. Report on pages read on a 3" x 5" index card with bonus points being given for number of pages read. Suggest 1 point for 25 pages. Follett Series could be used here, with students choosing selections.
2. Each student select a career he feels he would like to enter and prepare a notebook. Include in the notebook the following sections:
 1. Description of career
 2. Qualifications for career
 3. General Employment Outlook
 4. Why I Chose This Career
 5. Illustrations of the Career Field
3. Use the following resources to research the career, along with any other available sources:
 1. Occupational Outlook Handbook
 2. INFOE Microfiche Reader
 3. Chronicle Occupational File for Tennessee
 4. Health Careers Handbook
 5. Encyclopedia of Careers and Vocational Guidance (2 volumes)
 6. Career Kits (Health, Industrial, Business, and Semi-Skilled)
4. Write letters requesting information on selected careers (pp. 88-94, Jobs In Your Future) or other sources available in Guidance Office.
5. Most of the research and notebook work will be done in class. Emphasize neatness, accuracy, and attractiveness. Include art work, illustrations and sketches.

Concept II--Self-Appraisal and Evaluation

1. Use activities in "Expressing Yourself" chapter of Vocational English Books 1 and 2 for experiences in self-expression.
2. After completion of notebooks arrange the class into groups of common interest (medical, social, etc.). Have them prepare charts, posters, and bulletin boards to show findings of their research.
3. Have each student give a five-minute oral review of his notebook giving special emphasis to the attractiveness of the career for him.
4. Administer "Self Rating Chart Survey". (Appendices D. E. F. G)

Unit III (con'd)

Suggested Activities

Concept II--Self-Appraisal and Evaluation

5. Read a novel or play in class. Suggest Arthur Miller's Death of a Salesman, for reading with extensive class discussion on the attitudes toward work and its place in the total lives of the characters. If you do not consider the play appropriate for classroom study because of language or reading ability of students, select a group to read the play out of class, and present it by synopsis and a selected cutting of an impressive scene.

APPENDIX A

Following Printed Directions

Read the following directions for taking a test:

This test covers four pages, beginning on page 9, and has six parts. If you finish Part 1 before time is called, go right on to Part 2 on page 10, and then to parts 3 and 4 on page 11, and then to parts 5 and 6 on page 12. However, if you have not finished part 1 (or any part) before time is called, go right to the next part when told to do so. Do not guess on parts 1, 3, and 6. However, you may guess without penalty on parts 2, 4, and 5.

Did you visualize as you read? What should you do first? (Begin with part 1) What should you be aware of as you work? (Time limits, penalty for guessing.) Which two parts are the longest? (Parts 1 and 2--one page each.)

Most of the time, directions are not as complicated as the preceding set. Many students, however, still have difficulty with printed directions. The practice exercises can help you become more proficient in this skill than you are now. Do them carefully.

Each of the following paragraphs gives directions for a particular procedure. Following each paragraph is a list of some of the steps in the procedure. List these steps in order on your own paper. If two or more steps should be done at the same time, or if they mean the same thing, place them on the same line.

1. To prepare a hot water bottle: Fill the rubber bag about half full of hot but not boiling water--the water must not be so hot as to hurt the patient if the bottle should leak or break. Screw the stopper about halfway in, being sure the washer is correctly in place; then gently squeeze the bag until water can be seen at the top. This forces air out and makes the bag softer and more comfortable in use. While holding the bag in this position, screw the stopper tight. Finally, turn the bag upside down to check for leaks, test its temperature by holding it against your skin, wrap it in a towel or regular cover, and apply it to the affect area. Remove it when it gets cool, refill, and reapply for as long as directed by the physician.

Squeeze the bag.

Test its temperature

Make sure the stopper is screwed in tightly.

Heat water

Hold the bag against your skin.

2. In reading the first card of a data group, the computer expects to match the name beginning at column 3 with the class name of the READ statement. If the match fails, the computer will skip over the remaining cards in this data group and try again on the next group. Repeated failure to find the desired class name will effectively exhaust the data and terminate execution of the program.

2. (con'd)

The computer tries to match the name beginning at column 3 with the class name.

The computer reads the first card of a data group.

The computer tries a second group

The data are exhausted.

The match fails.

3. After the baby is born, wrap a fold of towel around his ankles to prevent slipping and hold him up by the heels with one hand, taking care that the cord is slack. To get a good, safe grip, insert one finger between the baby's ankles. Do not swing or spank the baby. Hold him over the bed so that he cannot fall far if he should slip from your grasp. The baby's body will be very slippery. Place your other hand under the baby's forehead and bend its head back slightly so that the fluid and mucus can run out of its mouth. When the baby begins to cry, lay him on his side in the bed close enough to the mother to keep the cord slack.

Let fluid and mucus run out of the baby's mouth.

Insert one finger between the baby's ankles.

Place your hand under the baby's forehead.

Hold him up by the heels.

Bend the baby's head back.

4. To find out if a dial train combination is correct, divide the number of teeth in the minute wheel, which, in the following example is 36, by the leaves of the cannon pinion, 12, and the number of teeth in the hour wheel, 48, by the number of leaves in the minute wheel pinion, 12. The quotients, 3 and 4, are multiplied, and the result is 12, which is the correct combination for a dial train.

Divide 48 by 12.

Divide the number of teeth in the minute wheel by the leaves of the cannon pinion.

Multiply 3 and 4.

Divide 36 by 12.

Divide the number of teeth in the hour wheel by the number of leaves in the minute wheel pinion.

5. The first step in giving a medicine is to check the physician's orders for dosage and timing. Read the label on the medicine container, and compare it with the orders. (It's a good idea to cover the label with transparent cellophane tape to protect the directions from stains.)

Shake the container well if the label so directs. Remove the cap, cork, top of the box, etc., and read the label again.

Pour the exact dose of liquid medicine into a spoon or medicine glass (a medicine glass with its accurate markings is preferable, since spoons vary greatly in size.)

5. (con'd)

If the dosage is by the drop, count the number aloud and take care that the medicine does not go up into the rubber bulb of the medicine dropper. Doses of nonliquid medicines--pills, capsules, tablets, and powders--should be counted out carefully.

Read the label on the container again as a final check on the accuracy of the dose and the kind of medicine. Then give the medicine to the patient according to the physician's instructions (plain, mixed with water, or followed by water or other liquid.)

Note on the patient's record that the medicine was given. Indicate kind of medicine, time, amount given, and any reaction to it.

Wash the spoon or medicine glass and the drinking glass, and replace on the medicine tray. Keep this tray in a safe place, away from children.

Check the label for directions.
Check the label for directions a second time.
Compare the label with the physician's orders.
Pour the medicine out or count the pills.
Wash the spoon.

6. The pollen combs collect pollen from the pollen brushes of the other legs. Then with the stiff spines (the pecten) of the pollen packer of one leg, the bee removes pollen from the pollen combs of the opposite leg. Straightening of the leg then forces the anvil-shaped auricle up against the pollen caught under the pecten. The pollen is squeezed through the joint and up into the pollen basket on the outside of the tibia.

The bee straightens its leg.
The pollen is squeezed through the joint.
The auricle is forced up against the pollen.
Pollen is collected.
Pollen is removed from the pollen combs of the opposite leg.

7. Store cards standing on their edges rather than lying flat and keep under pressure. Keep the storage drawers or boxes at a temperature between 60 and 80 degrees F and a humidity between 20 and 40 percent. When it is necessary to duplicate a deck, the new deck can become the master, and the old master would then be put into use.

Before a deck of cards is inserted in a machine, the cards should be fanned slightly to get rid of static electricity. Then align the cards and put them into the processing machine.

Fan cards slightly.
Set drawers for desired temperature.
Align the cards.
Store cards under pressure.
Set drawers for desired humidity.

8. Fit the guide and die over the end of the pipe and turn the stock to the right (for a right-hand thread) until the die teeth just catch on the end of the pipe. Then apply a liberal amount of thread cutting oil or lard oil on the end of the pipe and the die teeth. Continue to turn the stock and die until the end of the pipe projects about one-half thread through the front end of the die. This gives a full thread. Do not use oil on brass and copper IPS pipe. Instead use soapy water or no lubricant at all. When the thread is finished, the stock is turned to the left until the die comes off the pipe. The die and stock, as well as the end of the pipe, should be cleaned of all chips and oil. If a thread is imperfectly cut or is crooked it seldom can be corrected with the die. The imperfect thread should be cut off the pipe and a new thread formed.

Clean the pipe of chips and oil.

Turn the stock to the left.

Turn the stock to the right.

Check to see how far the end of the pipe projects through the front end of the die.

Check for imperfect threads.

9. Fill the joint with molten lead at one pouring. Melt enough lead for all joints to be run, and dip enough molten lead with the ladle to make one complete joint at one pouring. Wipe the hub and spigot ends of the pipe dry and free from foreign matter before pouring the lead. Moisture will cause molten lead to fly out of the joint. Wear goggles and gloves while pouring, and keep clear of the range of flying lead even though the parts may appear dry.

Wipe hub and spigot ends of the pipe dry and free of foreign matter.

Melt lead.

Put enough lead in the ladle to make one complete joint at one pouring.

Put on goggles and gloves.

Fill the joint with lead.

10. To dress the faucet seat, unscrew the stem from the body, as already explained. Screw the adjustable threaded cone of the dressing tool down into the body of the faucet, thus centering it over the seat. Then gently rotate the wheel or bar handle on top of the tool several times while the cutter on the bottom trims the seat to a new, true surface. Now it is necessary to remove all cuttings that have lodged inside the faucet body, otherwise they will quickly damage a new seat washer when the faucet is turned off. It usually is necessary to turn on the water to allow enough flow to flush out these cuttings.

Rotate the wheel or bar handle.

Flush out cuttings.

Unscrew the stem from the body.

Screw the cone of the dressing tool down into the body of the faucet.

Center the cone over the seat.

APPENDIX B

Attitudes Toward Work Survey

Write Your Name Here _____ Age _____

School _____ Grade _____

We want to know what you think about jobs and work. You can tell us what you think by answering some questions. On the next three pages, there are twenty (20) questions to answer.

Directions:

Read each question.

Read the possible answers.

Pick out the answer that best tells how you would answer the question.

Draw a line under that answer.

Before you start, look at these samples

SAMPLE A

Do you think an adult who has a job should be paid for doing his work?

yes Probably Yes Probably No No

Here is another sample.

SAMPLE B

Which of these do you think is most true about jobs?

All people have jobs.

Many people have jobs.

Only a few people have jobs.

Which possible answer tells how you would answer the question? Draw a line under that answer.

There are no right or wrong answers. You will not be asked to explain your answers. We only want to know what you think about jobs and work.

Remember, read the question and draw a line under the answer that best tells how you would answer the question.

Here are some questions that can be answered

Yes Probably Yes Probably No No

Draw a line under ONE of these answers for each question. Do NOT skip any questions.

1. Would you like to listen to someone tell about the kind of work they did on their job?

Yes Probably Yes Probably No No

2. Two people are talking about the kind of work you want to do when you finish school. Would you listen carefully to learn something about the job?

Yes Probably Yes Probably No No

3. Would you watch a TV program that tells about the kinds of jobs in your community?

Yes Probably Yes Probably No No

4. If friends of your family began to tell you about their jobs, would you ask questions about the jobs?

Yes Probably Yes Probably No No

5. Would you enjoy visiting a place where people work so you could learn about different kinds of jobs?

Yes Probably Yes Probably No No

6. Are you able to picture yourself working in a certain kind of a job when you finish school?

Yes Probably Yes Probably No No

7. Do you think it is important for you to think about what kind of work you would like to do someday?

Yes Probably Yes Probably No No

8. Do you think you know about the kinds of work you would like to do when you finish school?

Yes Probably Yes Probably No No

Here are some questions that have several answers. Draw a line under the ONE answer that best tells how you would answer the question.

-
9. Which of these ideas do you think is most true about work?

- (a) Work is always hard and boring.
- (b) Work is usually the same hard grind in whatever job you have.
- (c) Work is sometimes hard and sometimes fun.
- (d) Work is often fun.
- (e) Work is always fun.

10. Which of these do you think is most true about jobs?
- (a) Any job that pays a lot will be OK with me.
 - (b) I would like to do a job which I am good at.
 - (c) I don't care what job I have, just so I can work.
11. Which of these do you think is most true about work?
- (a) Getting paid a lot is more important than liking a job.
 - (b) Liking a job is more important than getting paid a lot.
12. Work is:
- (a) something a person has to do.
 - (b) doing something to help the community.
 - (c) doing something to help yourself.
 - (d) Doing something just for the money.
13. About the jobs of some of the people in my family, I know
- (a) many things
 - (b) some things
 - (c) only a few things
 - (d) nothing

Here are some questions that can be answered yes or no. Draw a line under ONE of these answers for each question. Do NOT skip any.

-
14. In choosing a job, would you need to know what kind of a person you are?
- Yes No
15. Do you know of any jobs that you think you would like to do when you finish school?
- Yes No
16. Is work important mainly because it lets you buy things you want?
- Yes No
17. By the time you are in high school, should you be sure about the kind of work you want to do?
- Yes No
18. Could people do any job they wanted to as long as they tried very hard?
- Yes No
19. Do you have a good idea what having a job will be like?
- Yes No

20. Can you think of several jobs that you would like to have when you finish school?

Yes

No

Leah J. Pointer, ed. The World of Work. A Curriculum Guide for Grades One Through Twelve (Educational Systems Development Corp.: New Orleans, La., Orleans Parish School Board, New Orleans, La.). Appendices B-G are taken from this reference.

APPENDIX C

Attitude Section

Attitudes--Key to Personality

Personality is complicated, but you don't need to understand it fully. All you need to do is try to make a good honest impression on others. If you succeed in that, you have a good personality. Here are some tips that will help you:

TIP 1. Always make the most of your appearance.

If you are sloppy on the outside, people won't bother to find out what you're like inside.

TIP 2. Remember that the way you talk is important.

What you say is only as important as how you say it, (and sometimes it is less important). Show enthusiasm in the way you talk, and think less about the words you use.

TIP 3. Don't worry about the word, "personality"

There is no magic about it. If you favorably impress others, then to those people, you have a good personality. Your personality is what others see, hear, and sense about your attitude.

TIP 4. Let your positive attitude show.

You have a positive attitude inside--but nobody will ever know it unless you use it.

If you have the key to a door, you can open it and find out what is inside. If you have the key to a secret message, you can decode it and find out what it says. Your attitude is the key to your personality. It lets you unlock the best in yourself.

How to Have a More Positive Attitude

No one can give you the self-confidence and desire you need in order to succeed. A positive attitude does not come wrapped up in pretty ribbons. It's not sold at a department store. You must build it yourself. Here are tips that should help. They are not easy to follow, but they can help you to improve your future. Best of all, they can be put into practice now.

TIP 1. Do not let others handcuff you with a negative attitude.

Some people seem to like their negative attitudes. They appear to get a kick out of complaining, doing mean things, and finding fault with life as it is today. They seem to enjoy griping and tearing things down. Don't let these few negative people trap you into having a negative attitude. Don't let them take you in or hold you back.

TIP 2. Look beyond the negative things you can't control.

People with positive attitudes learn to look beyond the negative things they can't control. You can do the same.

TIP 3. Make some decisions on your own.

Sooner or later you must make your own way in life. You must go it alone. There is no big hurry, but now is the time to prepare. You can float around only so long.

Profile "Chart on Attitude" - Rate Yourself

How do you think you rate? Mark with an x the box best describing your attitude.

	High Avg.	Above Avg.	Avg.	Below Avg.	Low
1. In willingness to accept criticism? -----					
2. In openness of mind to other people's ideas or plans? -----					
3. In readiness to jump in and help other people with their work or problems? -----					
4. In patiently waiting your turn? -----					
5. In willingness to think and work first of all for the good of your group, department or team? -----					
6. In willingness to be taught or coached? -----					

	High Avg.	Above Avg.	Avg.	Below Avg.	Low
7. In ability to argue without losing your patience or temper? -----					
8. In readiness to seek counsel from others who may know more than you do? -----					
9. In being charitable or tolerant toward other people's shortcomings? -----					
10. In loyalty to your employer and your associates? -----					
11. In willingness to stay after hours if necessary to finish a needed job? -----					
12. In willingness to share your ideas and experiences with others? -----					
13. In being a good soldier when a vote or decision goes against you? -----					
14. In taking pleasure in the success or progress of other people? -----					
15. In willingness to own up to your own mistakes? -----					
16. In willingness to wait for promotion until you have earned it? -----					

APPENDIX D

Job World Section

What do employers look for? Many a job seeker wishes he knew the answer to this question. Briefly, four of the important items every employer is concerned within a worker are skills, experience, education and personality.

What have you got to offer? Here are some questions to ask yourself. Answer them honestly and see how you rate.

1. Do you have a real willingness and desire to learn new skills and new ways of doing things?

Yes No

2. Are you neat in your personal appearance and work habits?

Yes No

3. Are you punctual?

Yes No

4. Can you apply yourself to a job without being easily bored or distracted?

Yes No

5. Can you adapt to new and unexpected situations easily?

Yes No

6. Can you work under pressure, when necessary, without becoming nervous or upset?

Yes No

7. Do you have confidence in your abilities?

Yes No

8. Are you emotionally stable, capable of taking things in stride?

Yes No

9. Have you enough initiative to be able to work on your own?

Yes No

10. Are your job plans in keeping with your own capacities and the opportunities employers have to offer?

Yes No

11. Do you have a sense of duty and responsibility?
Yes No
12. Are you reliable? Can you be depended on to do a job satisfactorily?
Yes No
13. Can you gain the friendship and respect of fellow-workers?
Yes No
14. Can you cooperate with fellow-workers?
Yes No
15. Can you cooperate with supervision and management?
Yes No
16. Can you follow directions willingly and without argument because you respect authority?
Yes No
17. Can you understand instructions and carry them out accurately?
Yes No
18. Can you accept criticism without feeling hurt?
Yes No
19. Can you work without constant supervision?
Yes No
20. Do you ask questions about things you don't understand?
Yes No
21. Can you complete a job once you start it?
Yes No
22. Are you pleasant to work with?
Yes No
23. Do you like people?
Yes No
24. Are you friendly and congenial?
Yes No

APPENDIX E

Self Rating Chart

Answer the questions below by rating yourself in one of the five levels from high to low. Mark with an x the box best describing your own opinion.

How Do you Think you Rate?	High	Above Avg.	Avg.	Below Avg.	Low
1. In neatness of dress and personal grooming?					
2. In being punctual in getting to work and keeping engagements?					
3. In controlling your temper?					
4. In curbing your appetite for foods that do not agree with you--in line with what you know to be good for you?					
5. In using your leisure time wisely to keep your body healthy and your mind fresh and efficient for work?					
6. In managing your finances, budgeting your living, saving money?					
7. In reading and studying to keep up with the progress of the trade or calling in which you earn a living?					
8. In keeping your promises, even when it is inconvenient or difficult to do so?					
9. In the self-discipline to make yourself work when you are lazy, bored or frustrated?					

	High	Above Avg.	Avg.	Below Avg.	Low
10. In practicing what you preach?					

11. In living up to what you know to be right?					

APPENDIX F

Self Rating Chart

Answer the questions below by rating yourself in one of the five levels from high to low. Mark with an x the box best describing your own opinion.

How Do You Think You Rate?	High	Above Avg.	Avg.	Below Avg.	Low
1. As a self-starter who doesn't have to be pushed or prodded?					
2. As a finisher of things you start?					
3. As a person who can work with little supervision?					
4. In ability to get along with associates?					
5. In ability to work under pressure?					
6. In ability to concentrate on a job?					
7. In the efficient use of your time?					
8. In the accuracy of work?					
9. In the neatness of work?					
10. In the speed of your work?					
11. In finishing work at the time expected or promised?					
12. In willingness to tackle unpleasant assignments?					
13. In mastery of detail?					
14. In ability to organize work?					
15. In willingness to more than share when necessary?					
16. In resourcefulness for difficult problems?					
17. In willingness to assume responsibility?					

	High	Above Avg.	Avg.	Below Avg.	Low
18. In learning from mistakes and not repeating them?					
19. In stick-to-it-iveness in the face of trials?					
20. In pride in doing every job the best you can possibly do it?					

APPENDIX G

Self Evaluation

You! As you See Yourself!

Answer the questions below by rating yourself in one of the five levels from excellent to poor. Mark with an x the box best describing yourself.

	Excellent	Very Good	Avg.	Fair	Poor
<u>APPEARANCE:</u>					
Cleanliness					
Neatness of dress					
Choice of dress					
Grooming of hair					
Bearing and posture					
General impression					
<u>PERSONAL TRAITS:</u>					
Manners					
Speech					
Voice					
Smile					
Relations					
General Impression					
<u>PERFORMANCE:</u>					
Punctuality					
Attendance					
Use of free time					
Willingness to serve					

	Excellent	Very Good	Avg.	Fair	Poor
PERFORMANCE: (con'd)					
Eagerness to learn					
Care of equipment					
Neatness					
Knowledge of work					
Use of telephone					
Accuracy					

LIST OF MATERIALS

Books

- Abramowitz, Jack and Warren J. Halliburton. Searching For Values. New York: Globe Book Co., Inc., 1973.
- Carlin, Jerome and Ellsworth, John T. English On the Job--Book A. New York: Globe Book Co., Inc., 1971.
- Ellsworth, John T. and Carlin, Sylvia. English On the Job--Book B. New York: Globe Book Co., Inc., 1972.
- Careers With South Central Bell. Information supplied by South Central Bell on opportunities and benefits.
- Christ, Henry I. and Carlin, Jerome. English On the Job--Book C. New York: Globe Book Co., Inc. 1973.
- Chronicle Occupational File. Chronicle Guidance Publications, Inc. Moravia, New York. 1966.
- Health Careers for Tennessee. Tennessee Hospital Education and Research, Inc., Second Edition.
- Hopke, William E., ed. The Encyclopedia of Careers and Vocational Guidance. Vol. I, Planning Your Career. New York: Doubleday, 1967.
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- Jochen, Albert E. and Shapiro, Benjamin. Vocational English--1. New York: Globe Book Co., Inc., 1968.
- Vocational English--2. New York: Globe, 1969.
- Vocational English--3. New York: Globe, 1971.
- Lee, Miriam. Jobs In Your Future. New York: Scholastic Book Services, 1969.
- Occupational Outlook Handbook. U.S. Department of Labor, Bureau of Labor Statistics. Bulletin 1700. 1972-73 Edition.
- Tincher, Ethel. Success In Language and Literature 1/C. Six Units. Chicago: Follett Educational Corp.

Multi-Media

Filmstrips

The ABC's of Getting and Keeping a Job. Eye Gate.

This series of eight sound filmstrips can be used as vocational guidance, occupational education, basic adult education, and social studies. Included in the series is a complete teacher's guide containing six unit plans and one sample comprehensive final examination. Designed for the non-college bound students.

Job Attitudes: Trouble at Work. Guidance Associates.

Interviews with supervisors explore both sides of four typical conflict situations; a young truck repairman angered at "hazing" by co-workers; a nurse's aid, who is a chronic absentee; the new employee afraid to ask questions; two workers heated disagreement over the value of promotion and success.

Your First Week on the Job. Guidance Associates.

Numerous dramatizations help reduce students' anxiety, increase their confidence, introduce them to key rules of thumb, common problems and ways of finding solutions.

Kits

Business Careers Kit. Over 120 career items. Houghton Mifflin Company.

Health Careers Kit. Over 120 items describing careers and educational requirements. Houghton Mifflin Company.

Industrial Careers Kit. 150 career items. Houghton Mifflin Company.

Kuder, G. Frederic. Kuder Form E General Interest Survey. Chicago: Science Research Associates.

Measures an individual's degree of preference for activities in ten job family groups: outdoor, mechanical scientific, computational, persuasive, artistic, literary, musical, social service and clerical.

Semi-Skilled Careers Kit. 150 career items. Houghton Mifflin Company.

Microfiche

INFOE. Tennessee RCU for Vocational Education, College of Education, University of Tennessee.

"Bally-Hoo Club House". Let's Improve Our Attitudes. Big Spring, Texas:
Creative Tapes.

Following Directions. Big Springs, Texas: Creative Tapes.

"Instant Me and the Time Thief." Let's Improve Our Attitudes. Big Spring,
Texas: Creative Tapes.

"Rags and the Red Humor Germ." Let's Improve Our Attitudes. Big Spring,
Texas: Creative Tapes.